

Welcome Carlsbad Unified Council of PTAs!

Congratulations and welcome to Ninth District PTA's newest council. On October 11, 2010, 12 PTA units in the Carlsbad Unified School District became their own PTA council, breaking away from North Coastal Council of PTAs. NCC is now comprised of "only" four elementary school districts that feed into the same single high school district. In this photo are, from left to right, the new Carlsbad Unified Council of PTAs officers:



Kathy Hahn, second vice president of programs; Shawna Straw, parliamentarian; Kym Szalkiewicz, president; Moira Jones, secretary; and Erin Benhouou, first vice president of membership. Not pictured: Shannon Venderhei, treasurer.

At its next meeting North Coastal Council of PTAs will elect new officers, including a new council president, as Kym was president of that council.

Thank you to Carol Green, Ninth District PTA director of leadership services, for leading the council organization meeting and to Kym and Shawna for all their efforts leading up this event. It was my pleasure to be there to celebrate!

Karen Fleck

President

NINTH DISTRICT PTA

OPEN HOUSE

Tuesday, October 26, 2010
10am-7pm

6401 Linda Vista Rd. Annex A
San Diego, CA 92111

ask questions - get help,
have coffee - win prizes
find out how we can help you
and PTA be successful



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Hi I'm Karen

I'd like to introduce myself; I have been elected Ninth District PTA president to complete the final year of Carolyn Johnson's term. I am not a newcomer to Ninth District PTA, having served on the board for seven years, most recently as executive vice president. I also currently serve on the West Hills High School PTSA board and the Foothills Secondary Council of PTAs board. While this is not the way that anyone would wish to become president, I am dedicated to all of you and my wish is for continued improvement and success at each and every unit and council.

Ninth District PTA board is a supportive board willing to work long hours and days, so that the leaders in every PTA and PTSA have a place to go when there are bylaws, *Toolkit*, conflict, or procedural questions to ask or great news to share. Ninth District PTA's purpose is to train and support PTA units and councils

so that the greatest numbers of families are positively affected by the mission of PTA. I hope you attended the Open House at the Ninth District PTA office on October 26, 2010. If you are a PTA council officer, please plan on attending our PTA Council Officer Training on Tuesday, November 9, 2010 at the San Diego County Office of Education facility, where our Ninth District office is located. We will have another training for PTA unit officers on January 13, 2010.

Thank you to PTA units for being so responsible in forwarding membership dues, proof of tax filings, updated board rosters, audit copies, and adopted budgets to council and district PTAs as requested. We know it takes effort on your part, but these requirements are in the bylaws and allow us to be pro-active and protect the PTA non-profit status, and ensure all PTAs are fiscally sound. If you are not sure you have forwarded eve-

rything, or do not know how to complete a task – please ask.

Welcome to the newest PTA units and a PTA council too! Congratulations to Bayside PTA in South Bay Council of PTAs, Farb Middle School PTSA in San Diego Unified Council of PTAs and to Carlsbad Unified Council of PTAs who were organized this past month. By the time this *Observer* prints, we expect one more PTA to be organized as well, and several more are on track to join by year end.

Thank you for all that you do each and every day for children. There is still much for me to learn; please send me ideas and let me know how Ninth District PTA can help you to be your best.

Karen Fleck
President

Tips for the Parliamentarian

The **nominating committee** is one of the most important committees of the PTA. This group of people must recognize and seek qualified nominees for the elected leadership of the PTA. The members of the committee, therefore, have a tremendous influence on the future of the PTA and should be carefully selected.

It is not too early to begin looking for qualified people to serve on the PTA's nominating committee. The members can certainly be recruiting willing candidates now. Sometimes all it takes is "putting the bug in their ear," for them to consider serving. Then when it is time for the election of the nominating committee, qualified members will be prepared to step forward.

The nominating committee is the only PTA committee that is not appointed by the president. This committee is elected by the members at an association meeting at least two months prior to the election of officers. Determining when to elect the

committee and how many people to elect is outlined in the associations' bylaws. (Article V) Don't forget to elect alternates, in the event an elected committee member cannot attend the first committee meeting. Most PTAs should be electing the nominating committee no later than January or February for the election of officers in March or April.

The committee needs a balance of newer and more experienced PTA members, all of whom should be:

- ◇ knowledgeable about PTA;
- ◇ aware of qualified potential nominees;
- ◇ familiar with the eligibility requirements and the qualifications necessary for the offices to be filled;
- ◇ capable of tact, objectivity, and discretion; and,
- ◇ willing and able to devote adequate time to the responsibilities involved and maintain confidentiality.

Don't overlook students and teachers.

Election of the nominating committee is not a popularity contest or a vote for whoever is willing to serve, nor should it consist exclusively of the PTA executive board. The PTA president never serves on the committee, and the parliamentarian serves only when elected to serve. The principal may be elected, but should at least be an advisor to the group. No person may serve on the committee for two consecutive years. Be sure to elect the nominating committee wisely!

For further information, please refer to the *California State PTA Toolkit*.

Reprinted from *PTA in California*, January 2006

Shawna Straw

Parliamentarian



Leadership/ Speak Now or Forever Hold Your Peace!

Most of us have held our breath during a movie or television wedding scene. The tension builds as the Justice of the Peace says “Speak now or forever hold your peace.” We wonder, “Will the knight in shining armor ride in and save the day?” “Will the scorned lover jump up to profess his undying love?”

The excitement and tension build. We hold our breath. This is it, we think, now or never. “Come on,” we whisper to ourselves “Say something!”

This is how I often feel at PTA meetings. “Say something, say it now, before it’s too late.”

So my leadership advice for you this month – **Speak now, at the meeting**, or not at all. If you have something to say, say it at the meeting at the time you are discussing it **or** forever hold your peace — don’t say it at all.

In PTA meetings we make motions, discuss and then vote. So if you are a member at an association meeting you can make a motion. You can discuss, debate and ask questions and then you can vote. When a PTA votes, individual members can vote yes or no. This is

your time to speak **now--your moment of truth**.

We use this process so that everyone has a voice.

Often I get phone calls from people complaining about something that happened during a meeting. Sometimes these people have great points, wonderful ideas and compelling reasons why something should or should not happen, but they don’t say anything during the meeting and then it’s too late.

This is a typical phone conversation:

PTA caller: My PTA is going to do XYZ and I don’t think we should.

Me: Did you say anything?

PTA caller: No, I didn’t want to say anything.

Me: Did the PTA vote to have XYZ?

PTA caller: Yes

Me: Did you vote for XYZ?

PTA caller: Yes

Me: Why?

PTA caller: Well, I didn’t want to vote against it.

Me: But you don’t want to do it—do you?

PTA caller: No. We all talked about it in the parking lot and decided we don’t want to do it, so we are calling you.

Me: You need to talk in the meeting not in the parking lot. You did not say anything during the meeting and no one voted against XYZ, so what do you want me to do now?

PTA caller: I want you to fix it.

Speak up during the meeting. Vote no if you want to vote no. And then accept the outcome of the vote or the election and move forward.

By speaking up we share our concerns and ideas. We might even be saving the day. The next time the president of your PTA asks, “Is there any discussion?”

Speak up—there may be someone else in the room holding their breath thinking, **“Come on--say something!”** They may be rooting for you to be the knight in shining armor.

May all our PTAs live happily ever after.

Carol Green

Leadership vice President

Giving Thanks While Giving Back: Parents Teaching Thankfulness to Their Children

“Charity is the lovely marriage of gratitude and generosity; it is an attitude more than an act, an opening of the heart more than an opening of the wallet.”

-- Joe Tye

While researching this article, I googled the words “parents charity work,” and I found story after story about children who had grown up with examples of generous, charitable parents and adults, and had gone on to start their own local, state or even international charity foundations. This affirmed a lot that I had been taught and had heard when it comes to the monkey-see, monkey-do on the parental side: Exemplify what’s good, and your kids will likely pick it up and follow suit.

We’re in a severe economic decline worldwide, and times are tough perhaps getting tougher. What we teach our kids about this time will follow them when they are faced with similar challenges as

they grow older. One way to demonstrate that we are part of a community that cares and to appreciate what they have, is to give thanks during our “thankful season” this November through charity and giving to others.

For example, some families make a great habit of giving back through the Toys for Tots program, where an unwrapped toy is received by our local Marines and donated to children in need. Others contribute through a program like an Adopt a Family Program, where families in severe need are confidentially identified and have wish lists that are fulfilled. This is a great way of showing your children that the “season of giving” can coincide with giving thanks for what we already have and cherish ourselves.

For more ideas, please visit these websites to find where your charitable donations of time, goods or money might be better spent: <http://www.charity-charities.org/charities/CA/SanDiego.html>.

Soup kitchens, canned food drives, blanket donations, book sales that contribute their monies earned to the needy are all great ways to donate your time in appreciation for what you already have. If you give your children the chance to participate locally (or globally), chances are they will reward you with doing so on their own, and happily, as they grow older.

If your PTA or school district sponsors a program like Adopt a Family, volunteer and bring your kids with you. Give them a chance to see you in that role so they can see themselves in it too. If you already make it a point to perform these works on a regular basis, **Thank You!** It’s exemplars like you that make our community such a great place in which to live and work .

Have a Happy Thanksgiving everyone!

Jennifer Zeheer

Education/Parent Education

A Discussion about Bullying, Positive School Climate and Parent Advocacy in this area

Positive School Climates

We have decades of research about the effects of **school climates** on students' abilities to learn and on teachers' effectiveness to teach. Solid evidence from national research and school-wide practices has shown that students will learn more, and be physically and emotionally healthier, when nurtured in positive social climates.

School climate refers to the unique character of school life as perceived by students, parents/families, administrators, teachers and school staff.

Although it sounds simple, there is not a common definition, nor are measurements agreed upon. Some research related to school climate has broadly examined the ecology and culture of schools (e.g., patterns of behavior, shared beliefs, norms and values).

Other studies focus on the organizational structure of schools (e.g., policies, disciplinary practices, school leadership, teaching and learning methods, curricula content and building designs), while still others have focused primarily on the nature and quality of interpersonal relationships (e.g., relationships among peers, relationships between adults and youth, and even outside influences by parents, family, friends and gangs).

Educational researchers and practitioners, representing areas of comprehensive school reform, suggest examining at least four aspects of school climate (National School Climate Council, 2009; Cohen, Pickeral & McCloskey, 2009):

- School Safety –
- Teaching and Learning –
- Interpersonal Relationships –
- Institutional Environment –

The benefits of positive school climates are as varied as its definitions and the practices and programs to support it. Because school climate improvements have come about through school reforms over time, the impact of single initiatives are difficult to highlight, but have identified the need to care about youth assets and their development.

Youth Developmental assets have been the focus of research by the Search Insti-

tute for fifty years, and now identify 40 developmental assets that youth need to be healthy and thrive (see www.search-institute.org/assets).

Schools effective in strengthening student connections have been found to be a powerful predictor of academic achievement, better attendance, and greater participation of youth in extracurricular activities. School connectedness has also been shown to lower risks of delinquency, violence, substance use, emotional distress, suicide identification, and pregnancy (Blum, 2005). For an online guide, School Connectedness: Strategies for Increasing Protective Factors Among Youth, and factsheets go to:

www.cdc.gov/Features/ConnectToSchool.

Schools implementing proven strategies in school-wide bullying prevention, as described in the Best Practices in Bullying Prevention and Intervention Tip Sheet, likely will realize the benefit of lower rates of bullying; and, in time, may notice fewer school disruptions, and more positive ratings by students and staff when asked if they feel safe and enjoy school.

The research evidence is compelling and, combined with more than two decades of practice in comprehensive school reform, the national course to improve the school climates offers the best practical strategy to substantially improve student behaviors and outcomes.

What to Do if Your Child is Being Bullied

<http://stopbullyingnow.hrsa.gov/adults/tip-sheets/tip-sheet-21.aspx>

Bullying among children is aggressive behavior that is intentional and that involves an imbalance of power or strength. A child who is being bullied has a hard time defending himself or herself. Usually, bullying is repeated over time. Bullying can take many forms, such as hitting or punching (*physical bullying*); teasing or name-calling (*verbal bullying*); intimidation using gestures or social exclusion (*nonverbal bullying or emotional bullying*); and sending insulting messages by phone or computer e-mail (*cyber-*

bullying).

Bullying can have serious consequences. Children and youth who are bullied are more likely than other children to

- Be depressed, lonely, anxious;
- Have low self-esteem;
- Be absent from school;
- Feel sick; and
- Think about suicide.

Reporting bullying to parents

Often children do not tell their parents that they are being bullied because they are embarrassed, ashamed, frightened of the children who are bullying them, or afraid of being seen as a “tattler.” If your child tells you about being bullied, it has taken a lot of courage to do so. Your child needs your help to stop the bullying.

What to do if your child is being bullied:

1. First, focus on your child. Be supportive and gather information about the bullying.

•Never tell your child to ignore the bullying. What the child may “hear” is that you are going to ignore it. If the child were able to simply ignore it, he or she likely would not have told you about it. Often, trying to ignore bullying allows it to become more serious.

•Don't blame the child who is being bullied. Don't assume that your child did something to provoke the bullying. Don't say, “What did you do to aggravate the other child?”

•Listen carefully to what your child tells you about the bullying. Ask him or her to describe who was involved and how and where each bullying episode happened.

•Learn as much as you can about the bullying tactics used, and when and where the bullying happened. Can your child name other children or adults who may have witnessed the bullying?

•Empathize with your child. Tell him/her that bullying is wrong, not their fault, and that you are glad he or she had the courage to tell you about it. Ask your child what he or she thinks can be done to help. Assure him or her that you will think about what needs to be done and you will let him or her know what you are going to do.

•If you disagree with how your child handled the bullying situa-

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A Discussion about Bullying continued from p.4

tion, don't criticize him or her.

- Do not encourage physical retaliation ("Just hit them back") as a solution. Hitting another student is not likely to end the problem, and it could get your child suspended or expelled or escalate the situation.

- Check your emotions. A parent's protective instincts stir strong emotions. Although it is difficult, a parent is wise to step back and consider the next steps carefully.

2. Contact your child's teacher or principal.

- Parents are often reluctant to report bullying to school officials, but bullying may not stop without the help of adults.

- Keep your emotions in check. Give factual information about your child's experience of being bullied including who, what, when, where, and how.

- Emphasize that you want to work with the staff at school to find a solution to stop the bullying, for the sake of your child as well as other students.

- Do not contact the parents of the student (s) who bullied your child. This is usually a parent's first response, but sometimes it makes matters worse. School officials should contact the parents of the child or children who did the bullying.

- Expect the bullying to stop. Talk regularly with your child and with school staff to see whether the bullying has stopped. If the bullying persists, contact school authorities again.

3. Help your child become more resilient to bullying.

- Help to develop talents or positive attributes of your child. Suggest and facilitate music, athletics, and art activities. Doing so may help your child be more confident among his or her peers.

- Encourage your child to make contact with friendly students in his or her class. Your child's teacher may be able to suggest students with whom your child can make friends, spend time, or collaborate on work.

- Help your child meet new friends outside

of the school environment. A new environment can provide a "fresh start" for a child who has been bullied repeatedly.

- Teach your child safety strategies. Teach him or her how to seek help from an adult when feeling threatened by a bully. Talk about whom he or she should go to for help and role-play what he or she should say. Assure your child that reporting bullying is not the same as tattling.

- Ask yourself if your child is being bullied because of a learning difficulty or a lack of social skills? If your child is hyperactive, impulsive, or overly talkative, the child who bullies may be reacting out of annoyance. This doesn't make the bullying right, but it may help to explain why your child is being bullied. If your child easily irritates people, seek help from a counselor so that your child can better learn the informal social rules of his or her peer group.

- Home is where the heart is. Make sure your child has a safe and loving home environment where he or she can take shelter, physically and emotionally. Always maintain open lines of communication with your child.

Other Strategies to Protect Your Children from Bullying

Even with cooperative school officials, **parents are on the front line protecting their children.** Here are some strategies parents can implement:

Learn about the new technologies. If you are unfamiliar with the Internet, now is the time to start surfing the Web. Learn the many ways that children can bully electronically, through IMs, e-mails, blogs (Web logs that are online diaries), and videos that are downloaded from camcorders or picture phones.

Talk about values. The technology may have changed, but kindness and decency should still be top priorities for everyone.

Guard passwords. A bully can use another child's screen name to send out offensive e-mails. Tell your child not to share passwords with friends and to change passwords frequently.

Talk to your child if you believe he is the victim of a bully. Oftentimes a child being tormented by a *cyber-bully* will be too embarrassed to tell a parent or teacher. Make sure your child knows he's not to blame for being targeted and that he should report any incident to you or an adult at school.

Keep copies. Having documentation of the cyber-bullying will strengthen your case if you need to report it to school or other authorities. Experts advise not to delete the original e-mail, even after it is printed it out. There may be something in the original e-mail header that would lead authorities to the source.

Lobby your school. Even if cyber-bullying happens outside of school, the repercussions spill over into the classroom. Computer etiquette should be on your school's agenda.

Stress the Internet's impact. An e-mail sent to one child can be forwarded to hundreds. Old e-mails and IMs may resurface and get even a well-meaning child in trouble. Encourage your child to think before clicking.

Charlene Giannetti and Margaret Sagarrese are coauthors of several books for parents of young adolescents, including *The Roller-Coaster Years: Raising Your Child Through the Maddening Yet Magical Middle School Years*; *Cliques: 8 Steps to Help Your Child Survive the Social Jungle*; and, *What Are You Doing In There? Balancing Your Need to Know with Your Adolescent's Need to Grow*. They lecture to parent, teacher, and student groups across the United States.

Reference materials from National PTA - <http://www.pta.org/bullying.asp> and US Department of Health and Human Services Health Resources and Services Administration http://stopbullyingnow.hrsa.gov/PDFs/SBN_Activities_Guide.pdf

Rebecca Hernandez
Community Concerns Vice President

"Life is lived one day at a time, and the best way to prepare for tomorrow is to live at your very best today."

Author Unknown

Member Services—Membership

With nearly one million members, California State PTA is the largest volunteer organization in the state dedicated to improving the well being of all children and youth.

Joining PTA supports local, state and national efforts to improve the education of children and the lives of families. PTA membership provides the opportunity for individuals to raise their voices with others throughout the state and nation to protect children's rights. PTA membership ensures that PTA's voice is heard on issues affecting children and youth.

Getting involved in PTA builds skills in leadership, communication and advocacy. Active members are a valuable community resource for starting and maintaining projects to benefit children.

Any individual can become a PTA member. Membership at a unit includes membership in the council PTA, the district PTA level, California State PTA and National PTA. PTA membership is signified by an official membership card and expires on October 31 annually.

Each PTA is a separate association giving services to a specific group of children, but is a part of the California State PTA and National PTA. Members having children in more than one school may wish to join multiple PTAs to support the youth at each child's school.

Annual PTA membership includes dues to the council PTA, district PTA, California State PTA and National PTA. The remaining portion stays in the unit. Dues may differ at each PTA and are listed in the local unit PTA's bylaws. PTA dues support the work of the PTA at unit, council, district, state and national level. Each membership includes the payment of per capita dues and the privilege of one vote. California State PTA discourages family memberships because it can be unclear who qualifies as a voting member. PTAs with such memberships must spell out in their bylaws the number of members that constitute a family, forward that number of per capita dues and give each voter a membership card.

Charter members are the original, founding members whose dues are submitted at the organizational meeting of a new PTA. www.capta.org *Value of PTA Membership*

Spotlight Schools

Arroyo Vista Charter Elementary from Chula Vista Elementary Council shares their membership success story: 'Our campaign was a "Membership Round-up." This campaign resulted in 750 members – our largest membership to date. An important part of our success was a consistent message and a fun attitude! Students were welcomed back to school with western-style decorations and the western theme was carried out in all membership campaign flyers and posters, which included "Wanted" posters of our office staff. We started recruiting members from the first day of school and continued at every opportunity. Students really got a kick out of seeing PTA board members and their kids riding stick horses and yelling "Yeehaw!" at school assemblies and on the morning broadcast, reminding students and parents to join PTA.

Teachers were also encouraged to join, and those who turned in a membership at the end of the first two weeks of the campaign were eligible for an opportunity drawing. Three prizes were awarded (donated by local businesses) at our the Back-to-School picnic, which continued the membership western theme.

The real key to success was the class membership competition, which was watched closely by students and parents alike. The auditorium was beautifully decorated with barns and each class had a horse running out of a stable toward the finish line. Kids and parents tracked the progress of their classes and had lots of friendly competitions. At the end of the membership campaign, the classes with most memberships (primary and upper) were treated to a pizza and ice-cream party for lunch...**and...** received a private interactive show from Heritage Tours of San Diego. Our membership committee worked hard throughout the entire campaign but everyone had so much fun. All in all, it was a huge success for our school!'

Where Do Our PTA Membership Dues Go?

Each level of PTA provides specific services - and each service depends on a small increment of the local association dues to carry out its work.

Unit PTA

- Works at the school site for all children and youth
- Carries out the Purposes of the organization

Council PTA

- Gives counseling and support to units
- Provides workshops and leadership training

District PTA

- Promotes state and National PTA work
- Organizes and strengthens councils and units
- Channels information from the California State PTA
- Provides workshops, programs, leadership training
- Prepares publications

California State PTA

- Represents PTA in youth and family education activities
- Maintains legislation advocates in Sacramento
- Plans and holds annual convention
- Provides workshops, field services, leadership training
- Prepares publications

National PTA

- Advocates nationally for children and youth
- Develops and funds projects national in scope
- Maintains legislative advocacy at the federal level
- Plans and holds an annual convention
- Provides field services and prepares publications

www.capta.org *The Communicator July 2008*

Congratulations! Please share your membership success stories in our next Observer by submitting them to mhenry17@cox.net today!

Michele Henry

Member Services Vice President

Email Etiquette!

“There are four ways, and only four ways, in which we have contact with the world.
We are evaluated and classified by these four contacts:
What we do, how we look, what we say, and how we say it.”
Dale Carnegie (1888-1955) American educator

Emailing is a wonderful tool to relay information and have conversation.
Always use it wisely!

Here are a few tips on e-communicating and e-manners:

- Email is forever – make sure what you are sending is not something that will haunt you later.
- Assure that only those who need to read your mail are the ones who receive it.
- Always assume your email can be forwarded to anyone, anywhere and indefinitely.
- Give careful thought to what you say where so many may be reading it and avoid overloading your friends’ inboxes; also consider exactly which individual actually needs to hear your reply.
- Avoid one or two-word answers. Be clear, be specific.
- Use “Reply All” wisely and sparingly.
- Avoid criticizing and “correcting” when “replying to all.” Direct your *constructive* criticism through a separate email.
- Don’t use bad language.
- Don’t gossip or defame people in email.
- Before clicking “send,” take a breath and double-check details.
- Take responsibility for PTA rosters and other fundamental resources.
- Do not use your PTA e-mail lists to advertise business-related opportunities or to solicit business contacts. Not only is it bad manners and an invasion of privacy, it is out of compliance with PTA’s non-commercial policy.
- Do share the good PTA news with your parent lists, such as accomplishments, awards, etc.
- Do spread the word when your school has achieved a significant goal or Benchmark.
- Change the subject-line title when the subject has changed, reference a school name in the subject line is always a good idea. Many PTA volunteers are involved with two or three schools/units.
- Use tools available to protect the privacy of your mail recipients, such as blind copying.
- Resist the urge to fire off quick emails requesting information you could easily look up on your own.
- Think twice about being a casual “forwarder” of those oh-so-cutesy, whimsical e-mails, jokes and inspirations. They can really add up when sent on a daily basis.

Adapted from Twelfth District PTA *Poinsettia* November, 2009 issue

Additional Facebook/twitter/myspace/etc protocol:

- Assign an “administrator” to check the site daily. Open forums such as these can lead to businesses and other organizations posting ads which are not in compliance with PTA.
- Keep the discussions on the site on the focus of the PTA. By having someone monitor the site daily, comments/conversations that are not appropriate on a PTA site can be deleted.
- Do not post the business of the PTA on the site (minutes, financial, etc).

Mindy Thomason

Communication Vice President

Ninth District PTA Executive Committee

President

Karen Fleck

Executive Vice President

Leadership Vice President

Carol Green

Communication Vice President

Mindy Thomason

Community Concerns

Vice President

Rebecca Hernandez

Education/Parent Involvement

Vice President

Jenifer Zaheer

Health Vice President

Debra Fraser

Legislation Vice President

Jon Nalbandian

Member Services Vice President

Michele Henry

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Karen Keene

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A-Quan Watso

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Christina Hicks

Important Numbers

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National PTA

Phone.....703-518-1200

Email.....info@pta.org

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Return Services Requested

President Karen Fleck
Comm. VP Mindy Thomason
Editor Judy Williams

The Purposes of the PTA

- ◇ To promote the welfare of children and youth in home, school, community, and place of worship.
- ◇ To raise the standards of home life.
- ◇ To secure adequate laws for the care and protection of children and youth.
- ◇ To bring into closer relation the home and the school, that parents and teachers may cooperate intelligently in the education of children and youth.
- ◇ To develop between educators and the general public such united efforts as will secure for all children and youth the highest advantages in physical, mental, social, and spiritual education.

The Ninth District PTA does not control and cannot guarantee the relevance, timeliness, or accuracy of the material provided by other agencies or organizations, nor does the Ninth District PTA endorse other agencies or organizations, their views, products or services.

Calendar

Meetings

November 16 Ninth District PTA Board Meeting, 9:30 am, COE room 401
Council president meeting immediately following

Save the Dates

January 13 Unit officers training, evening time TBA at COE room 401-402
February 9 Ninth District PTA Annual Meeting and Founders Day

Plan Ahead

April 28-May 1 California State PTA 2011 Convention, Long Beach, CA
June 4 Ninth District PTA Summer Leadership Conference, USD

Past Due

Rosters List of 2010-2011 unit and council PTA officers and chairman are due immediately



Council Officers Training

November 9, 2010

County office of Education, room 401

6-8 pm

The preferred and primary distribution method for the Ninth District PTA newsletter the **Observer** is an email notification with an embedded link to the Ninth District website www.ninthdistrictpta.org. If you require an English hard copy or a Spanish translation hard copy, please contact the office manager at 858-268-8077 and request one copy per unit. Additional copies are available by subscription, contact the office manager for the subscription price.